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Early Childhood Education at the Intersection of East and West: An Analysis of Curriculum Shifts in Indonesia and Turkey

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Abstract
The early childhood education curriculum in the past few decades has undergone reforms and orientation shifts along with the shift in the orientation of the education curriculum in general. This article aims to analyze the shift in early childhood education curriculum between Indonesia and Turkey by a comparative method. The method used in this study is a systematic literature review review which starts from the process of literature search, screening and feasibility test. The results of this study found that there is a similarity in the shift in the early childhood education curriculum in Indonesia and Turkey, namely the trend of more research on learning methods and assessments than research on learning objectives and content. This is due to a shift in the global trend in the orientation of the educational curriculum in general, namely from content-based-curriculum to outcome-based-curriculum, from forward design to backward design. This finding shows the need for adjustments for educators and stakeholders in early childhood education so that the educational process runs in accordance with the demands of the times

Keywords: *Content based-curriculum; Outcome based-curriculum; Early Childhood Education; Curriculum Shift.*

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Introduction

Early childhood education (ECE) has a very important role in shaping the basis of child development, both in terms of religious, cognitive, social, emotional, and motor values (Retnaningsih & Khairiyah, 2022; Fauziddin & Mufarizuddin, 2018). Children at this time are at the most important period throughout their developmental age range because it is at this time that children are most easily in receiving stimuli from the surrounding environment (Ariyanti, 2016), whether it is given intentionally or not.

In the Indonesian context, the framework for the implementation of ECE is based on a curriculum that develops following changes in the education system itself. This development began with the 1964 curriculum *(rencana pendidikan),* Curriculum of 1968, Curriculum of 1976, Curruculum of 1984 *(kurikulum 76 yang disempurnakan),* Curriculum of 1994 *(Program Kegiatan Belajar TK)*, Curriculum of 2004 *(Kurikulum Berbasis Kompetensi),* Curriculum of 2006 *(Kurikulum Tingkat Satuan Pendidikan)* (Herlina, 2010), Curriculum of 2013 (Atikah, 2023), and

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the last is the Independent curriculum (BSKAP Kemendikbudristek, 2022). This development is designed to set the right goals and strategies according to the development and needs of students at the time.

Several studies related to the development of the early childhood education curriculum in various countries have been carried out. In Denmark, the current ECE curriculum is directed at strengthening pedagogy, such as learning while playing, student-centered learning, and the concept of well-being in the students themselves (Koch & Rgensen, 2023). Meanwhile, the ECE curriculum in Taiwan has also undergone revision and development. The latest curriculum (2017) integrates several concepts in the early childhood education process, including health, life skills, safety, moral values, and gender equality. This integration model then manifests itself in six areas/aspects of early childhood education, namely language skills, cognitive development, citizenship, emotional intelligence, physical growth and health, and art (Shih & Chang, 2023). In the Philippines, the development of the ECE curriculum emphasizes the role of play as a fun and meaningful activity, not just a tool to achieve cognitive learning goals (Kangas et al., 2019).

In New Zealand, the ECE curriculum is focused on learning stories that involve in-depth observation of children's behaviour and interactions, which are then documented in the form of narratives. This method emphasizes the importance of individuality, dialogue between teachers, children, and parents, as well as children's self-reflection on their learning process. With this holistic approach, learning stories aim to provide a more holistic picture of a child's development, avoid fragmented evaluations, and facilitate the development of positive learning tendencies (Cengiz & Altındağ, 2022).

Globally, the ECE curriculum is also undergoing transformation, especially in relation to technological developments. Technological developments that are not accompanied by values education can be the cause of problems in the future. Therefore, the development of technology and knowledge must be accompanied by the ability to master technology itself so that technological developments make students have critical thinking, be active in the problems around them, and become good solution solvers (Eliasson et al., 2023).

In addition to these studies, there is also a comparative analysis of the ECE curriculum, including the analysis of Tok and Sinan (2017) which compares the national ECE curriculum between Turkey and the UK. Tok and Sinan concluded that there is a striking difference from the curriculum of the two countries, namely in the UK early childhood education is child-centered, while in Turkey learning is still centered on the subject matter and the method is directed by teachers (Tok & Sinan, 2014). There are also articles on Education for Sustainable Development (ESD) in Germany and Turkey in early childhood. This study concluded that education in Germany with its progress is more able to think complex than Turkish children. This article emphasizes integrative-holistic education so that the goal of sustainable education can be achieved (Feriver et al., 2019).

From the research that has been presented, it tends to focus on early childhood problems and innovations in developed countries. Some articles use Turkey as a comparison, namely with New Zealand (Cengiz & Altındağ, 2022), German (Feriver et al., 2019), and Inggris (Tok & Sinan, 2014). In these articles, Turkey's position is not commensurate with comparative countries and in the conclusion of the article it is always embedded that Turkey can take inspiration from comparative countries. The focus of this article is a comparison of the shift in the curriculum of early childhood education in Turkey and Indonesia. Turkey is considered a country that has a lot in common, especially in its education system. Among them are the similarities in the compulsory learning policy, the division of education levels (N. Sari et al., 2024), as well as the background of Islamic culture owned by Indonesia and Turkey. Another similarity is the use of a modern education system and religious (Islamic) materials in the curriculum (Aimah, 2019).

In some parts, the system and implementation of the Indonesian curriculum have differences. For example, in learning science literacy in Turkey is better than in Indonesia

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because of frequent changes in the curriculum in Indonesia and an approach that relies more on memorization (Syarif et al., 2023). In English learning, the Indonesian and Turkish Curriculum have the same goal, which is to be student-oriented and develop communication skills. However, there are differences in instructional design, materials, and assessment methods (S. N. W. Sari & Wardani, 2018).

In the context of early childhood education, in 2023 the Indonesian government through the Ministry of Education and Culture will make a special policy in the implementation of quality early childhood education services with the Merdeka Belajar program includingthe implementation of the Independent Curriculum has become a fairly broad concern. The ECE curriculum is designed as a reference in the implementation of learning, assessment, and other programs aimed at meeting the needs of children. Among them is the emphasis on implementing student-centered learning (BSKAP Kemendikbudristek, 2022), pembelajaran berdiferensiasi (Nafisa & Fitri, 2023), (Yuliati et al., 2024), Change in Assessment from Summative to Formative Assessment Orientation (Salsabilah & Yus, 2024), (Alimudin, Cahyo, E. D., Yulistia, A., Sinaga, 2023), as well as the implementation of the project to strengthen the *Profil Pelajar Pancasila* (Cahyaningrum & Diana, 2023).

However, in practice, common problems that arise are still unequal curriculum implementation, especially the dominance of cognitive aspects in early childhood education, imbalance in the stimulation of the ability of the right and left hemispheres, and classical learning activities in early childhood education (Rahayu & Rahmawati, 2020). This is the main challenge in the implementation of the curriculum. It is necessary to carry out an intervention from more than various parties, both by the government, educational units, and academics with research related to curriculum implementation innovations.

Meanwhile, the ECE curriculum in Turkey has recently had a tendency to strengthen STEAM in the implementation of the curriculum (Somuncu & Aslan, 2022). In addition, there is an interesting thing in the curriculum structure of early childhood education that explicitly includes independence in the main aspects of the national curriculum, while in Indonesia it explicitly lists religious values and ethics in the national curriculum structure. This fact becomes interesting in the context of comparative studies. Therefore, this study aims to compare and analyze the curriculum shift between Indonesia and Turkey; and to analyze which aspects can be used as inspiration in curriculum innovation from each country. The Indonesian context here represents Eastern culture, while Turkey, even though its population is mostly Muslim, represents Western culture because part of its territory is on the European mainland.

The findings of this research are expected to be able to contribute to policymakers at the Indonesian Ministry of Education in efforts to develop a curriculum that is still undergoing transformation. For the next researcher, this research can be the basis for research on curriculum development in Indonesia, especially the ECE curriculum.

Methodology

This study uses a systematic literature review (SLR) approach which is carried out in three stages. The process begins by determining the search for articles with the keywords early childhood education, curriculum, and curriculum of aerly childhood education in the Scopus database. At this stage, a total of 537 articles were found. The reason for choosing the Scopus database as a data source is the accuracy and quality of the article that has been guaranteed which makes it easier for researchers to conduct analysis. The next stage is the analysis of the article using the PRISMA method which includes planning, identification, feasibility testing, and meta-analysis. In this process there is a process of inclusion and exclusion. Of the 537 articles, a number of selections and selections were carried out as explained in the next section until finally 26 articles were found that were really accessible, analyzed, and related to the theme. The next stage is to analyze and evaluate the collected data and draw conclusions. The

analysis used is a comparative analysis, which is a parallel comparison between the early childhood education curriculum in Indonesia and Turkey. The comparison selected in this article is evaluative comparation (Philiph, 2006). Therefore, the analytical question in this analysis is which part of the curriculum is better or more effective between Indonesia and Turkey? In the context of the Indonesian ECE curriculum, what policies or programs are most appropriate?

Inclusion and Exclusion

In the systematic literature review (SLR) approach of the PRISMA method, there are five steps that are carried out, first, data collection from all sources. Second, the selection of articles focused on the last five years (2019-2024) with the theme of the early childhood education curriculum in Indonesia and Turkey. Third, the narrowing of data sources focused on articles indexed by Scopus. The selection of the Scopus article is for credibility reasons. Fourth, the next selection is language. Only English articles are selected for the next step. Fifth, the analysis of selected articles is carried out by comparative method and presented in descriptive-qualitative analysis. From the results of the selection, the following data were obtained:
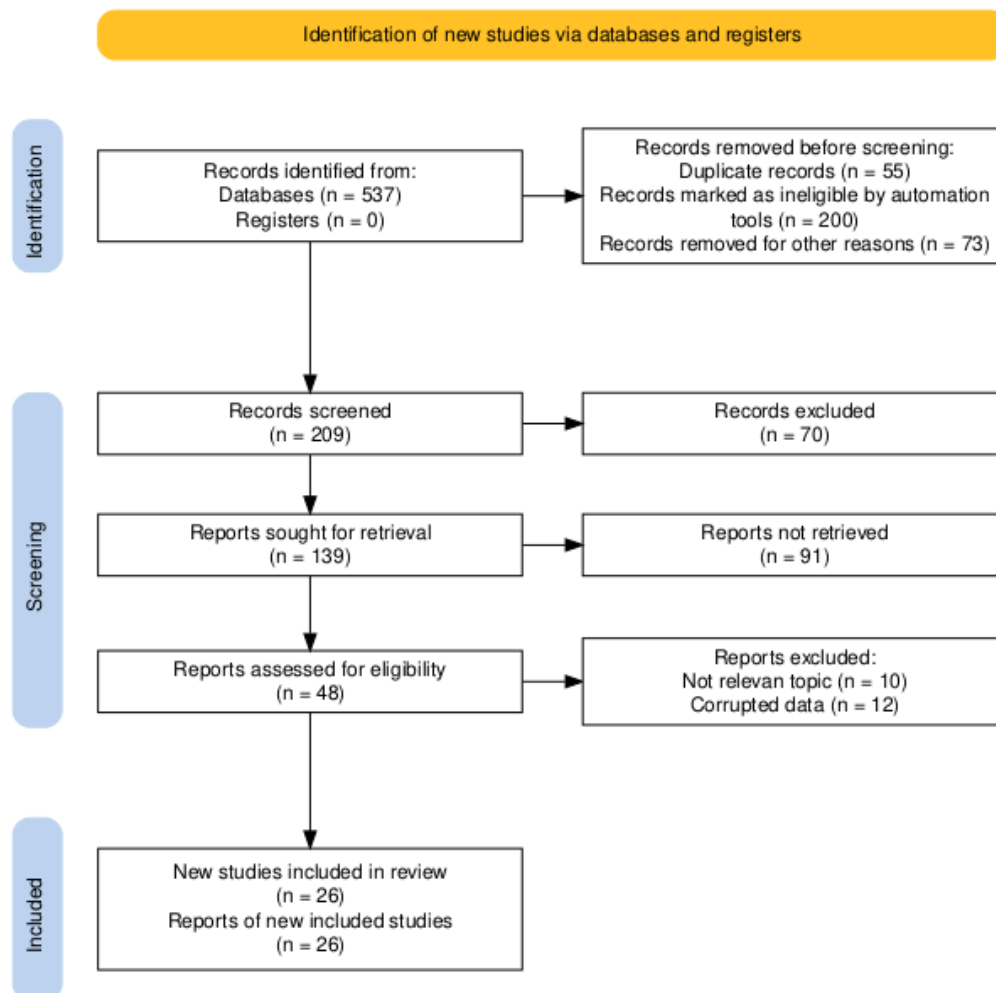
Figure 1. Data Search Process

The PRISMA table above shows that the number of studies identified consisted of 537 studies identified from the database, while no studies were found from the register. This suggests that its search concentrates more on scientific publication databases than clinical trial registers or other sources. Before the main screening stage, a total of 328 records were deleted.

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The next stage is the initial elimination. Of these, 200 records were marked as ineligible by the automation tool, 55 records were duplicates, and 73 were deleted for other reasons. This is an important step to ensure that only relevant and unique studies are further processed. Second, Screening Study: After the initial deletion, 209 records were further screened. From this assessment, seventy records were rejected because they did not meet the criteria.

This indicates that more than 75% of records are deleted at this point, which means that the filtering of relevance criteria is quite strict. Third, the report sought for access: Of the 209 records screened, only 139 were submitted for review. This may be because some records don't have enough reports to review or because their reports are incomplete. Fourth, Inaccessible reports: Of the 139 reports requested, 91 failed to be received or accessed. There are many reasons, such as missing or inaccessible reports. This can be a significant problem in systematic studies that require full data availability. Fifth, Report Appropriateness: Of the 48 reports received and evaluated, 22 were issued because they were irrelevant (10 reports) or the data entered was corrupt. This suggests that data quality issues are also one of the reasons why this study was rejected. Sixth, the Last Study: only 26 new studies were included in the review, showing that although there were initially hundreds of studies, only a small fraction were actually relevant and met the required quality criteria.

The interesting conclusions of this process show how systematic reviews involve various stages of rigorous elimination to ensure the quality and relevance of the studies included in the review. Of the 537 initial studies, only 26 were included. With the help of automation tools, the elimination of studies helps speed up the process, but still requires manual evaluation for the relevance and quality aspects of the data. The proportion of reports that are not accessible (91 out of 139) suggests that data accessibility is a major issue in the study, which can affect the results of the review. This shows how rigorous the study selection process is in a review that seeks to find answers to research questions. If a visualization is created, the visualization process will be illustrated as follows:
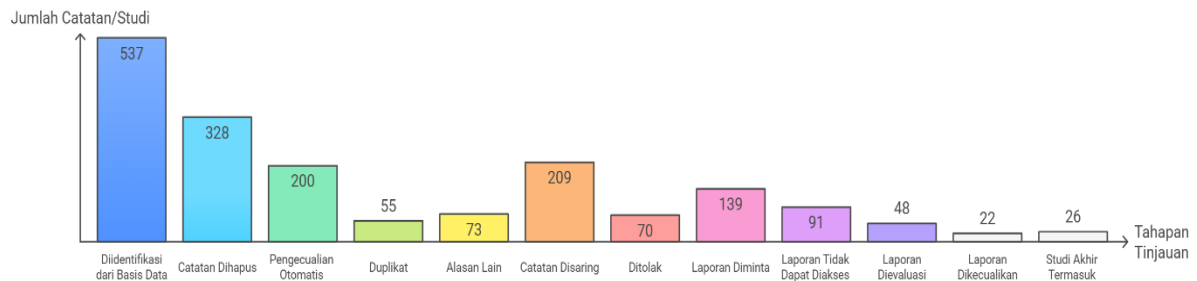
Figure 2. Systematic Review Article Selection Process

Based on the search for articles, the feasibility of the journals analyzed in this study was 26 articles, journals from Turkey (n=11) and journals from Indonesia (n=15) and were selected by Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). As presented in table 1.

Table 1. Number of literature sources used

No	Journal article status	Total
1	Quartile 1	4
2	Quartile 2	9
3	Quartile 3	9
4	Quartile 4	1
5	Non-Quartile	3

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Results and Discussion

Early Childhood Education Curriculum in Indonesia and Turkey

Based on Ralph W. Tyler's curriculum theory, there are four main things that must be present in a curriculum, namely; (1) educational goals to be achieved; (2) educational experience that must be provided; (3) organizing educational experiences effectively; and (4) determination of whether the goal is achieved or not (Tyler, 1949). In this section, the four components will be divided into two major points, namely: first, learning objectives and content, second, learning and assessment. From several articles found in this study, there are several articles that do discuss these four things.

Table 2. Trends in early childhood education curriculum research in Indonesia and Turkey

No	Curriculum Components	Indonesia	Turki
1	Learning objectives and content	4	2
2	Learning and assessment	9	8
3	Others (Teacher Competencies)	2	1

Information from the analysis of the selected articles is found as shown in table 3. If the details of these components are made, the following data are obtained: First, the components of learning objectives and content. There are four articles that discuss the learning objectives and content in ECE. The learning objectives referred to here are; (1) Early childhood education in Indonesia has its own uniqueness compared to other countries, namely the existence of a religious education component that must be included in the early childhood education curriculum (Masdul et al., 2024).

Objective (2) the philosophy of early childhood education implementation must be integrated with the culture of the Indonesian nation (Hasan & Suwarni, 2012). The cultural values in question include traditions in childcare, games and art, culinary traditions, traditions in fairy tales and art performances. The ECE curriculum, especially in the Independent Curriculum, is required to integrate these cultural values in the learning process.

Meanwhile, the goal (3) of the Independent ECE Curriculum is oriented to contextual learning where the students are (Fadlillah et al., 2024). The development of the Independent Curriculum in ECE is also used as a means to strengthen agrarian orientation in students, where Indonesia has been known as an agrarian country since the beginning. This characteristic of agrarian began to dim along with the growth of industrialization that has entered the regions and absorbed human resources and natural resources not only in urban areas but has penetrated into rural areas. With the flexible nature of the Independent Curriculum, teachers and educational units can be creative and innovate in strengthening students' love for the world of agriculture.

In the learning content, there is only one article that discusses the learning content of ECE. The article explains the materials that must exist and be implemented in early childhood education, namely religious and sex education materials that must be given and introduced according to their age stages (Yusuf et al., 2023). This approach to sex education must be adapted to the level of early childhood development and understanding and carried out with a strategy that is easy for them to understand.

As for the article about the ECE curriculum in Turkey, there are two articles about learning objectives. The goal in question is the concept of "independence" which is still understood simply by students in Turkey (Yüceer & Keskin, 2023). Meanwhile, another article discusses aspects of early childhood education learning in Turkey which contains learning outcomes that must be passed down in the curriculum of early childhood education units in Turkey (Özgünlü et al., 2022). These achievements are emotional, social, cognitive, psychomotor, language, and life-skills. All of these components are considered aspects of child

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growth and development that must be stimulated in early childhood education. These aspects then became the foothold for the implementation of the ECE curriculum in Turkey.

Second, the learning and assessment component. There are 8 articles that discuss early childhood learning methods in Indonesia. The eight discussions include: discussion on the application of the Montessori method in ECE Indonesia (Gumiandari et al., 2019), the use of traditional games in early childhood learning, such as engklek (Kristanto & Wibowo, 2023), and *kaulinan barudak* (Agustin et al., 2020), gender-based use of book media (Rakhmawati et al., 2022), The use of the story telling method, the use of wayang golek media (Halimah et al., 2020), Other traditional methods such as those carried out by the Sundanese community in Cireundeu include the principle of openness, community service, the values of struggle and defense, the fulfillment of food needs independently, and other local values (Hidayat et al., 2020).

The use of digital media and the use of technology media (Rahiem, 2021) in the learning method in PAUD is also discussed in one of the articles. In this case, teachers' communication skills are also an important key in the learning process (Nurani et al., 2020). The assessment mentioned in the article is a multiple intelligence-based assessment in ECE (Setiawan et al., 2020).

Table 3. Comparison of Indonesian and Turkish Early Childhood Education Curriculum

Component	Topic	Indonesia	Turkey
Purpose and Content	Learning Objectives	1. Religious education and local wisdom must be included in the curriculum. 2. The philosophy is integrated with Indonesian culture. 3. The Independent Curriculum is oriented towards contextual learning.	1. The concept of "independence" is still simple. 2. Learning aspects in ECE include emotional, social, cognitive, psychomotor, language, life-skills,
	Learning Content	Religious and sex education materials according to age stages.	There are no articles that discuss learning content.
Learning and Assessment	Learning Methods	1. Montessori method. 2. Traditional games (engklek, kajunan barudak). 3. Gender-based media. 4. Storytelling. 5. Wayang golek media, digital media, and technology..	1. Science and robotics approaches. 2. Sociodrama for cultural value. 3. The story method is still rarely used.
	Assessment	Assessment based on multiple intelligence.	1. Integrative assessment (teachers and parents). 2. E-portfolio for assessment in schools..

Meanwhile, learning and assessment in Turkish ECE does color most of the articles. Articles about early childhood learning methods, there are articles focusing on the use of science and robotics approaches in early childhood learning that have a positive impact on children's critical thinking skills (Bahar & Aksüt, 2020), (Siper Kabadayi & Sönmez, 2024), The use of sociodrama methods in the introduction of cultural values has a positive impression and is very effective (Yesil et al., 2024), the use of the story method in early childhood

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education learning in Turkey which is still rarely used (Cengiz & Altındağ, 2022). The article about assessment in Turkish ECE explains the variety of assessment methods used there, namely integrative assessments carried out by teachers in collaboration with parents at home (Öztürk, 2013) and the e-portfolio method used by schools in the assessment process (Bedel et al., 2024).

After looking at the presentation of the data in table 3, it can be known several interesting things related to the comparison of the ECE curriculum in Indonesia and Turkey. The comparison can be presented in the table 4.

Table 4. Similarities and differences in the PAUD curriculum in Indonesia and Turkey

Country	Equation	Difference
Indonesia	1. Research on the Indonesian and Turkish ECE curriculum focuses more on the implementation of learning methods and assessments or assessments	After the method and assessment, another component that is widely discussed is the learning objectives or philosophy of learning objectives and also the learning materials in ECE.
Turkey	2. Both are discussions about teacher competence which is not a component of the curriculum but is closely related to the curriculum.	In the second rank, the objective component is also discussed, it's just that the discussion of curriculum materials is not found in the Turkish ECE curriculum research.

Analysis of the Implementation of the Early Childhood Education Curriculum in Indonesia and Turkey

The results of the study show that there is a slight difference in the developmental aspects formulated between the Indonesian and Turkish ECE curriculum. This will affect the goals and also the content of early childhood learning. In the Indonesian ECE curriculum, developmental aspects include religious and moral values, social-emotional, physical, motor, language, cognitive; and ownership of Pancasila values (Peraturan Pemerintah Nomor 04 Tentang Standar Nasional Pendidikan, 2022) which is then integrated into the three main elements or domains of early childhood education, namely Religious and Ethical Values, Identity, and Fundamentals of Literacy, Mathematics, Science, Technology, Engineering, and Art (Badan Standar, Kurikulum, 2023). Meanwhile, in the Turkish ECE curriculum, it is stated that the developmental aspects that are targeted in early childhood education include social, emotional, motor, cognitive, language, and self-care (Ata Aktürk et al., 2017). The main difference is the inclusion of religious and moral values and Pancasila values in the Indonesian curriculum and self-care in the Turkish curriculum. This difference is due to the different ideologies of each country. Indonesia with the ideology of Pancasila requires that all aspects of life must be based on divinity (the first precept), including education (Nasional, 2003). Meanwhile, one of the ideologies of the Turkish state is secularism which contains the abolition of courts and religious education in schools (https://www.britannica.com/place/Turkey/Kemalist-policies).
https://www.britannica.com/place/Turkey/Kemalist-policies).

With this difference in ideology, even if it is only a small thing, it has a very large influence on a country's policy, including policies in education. In Indonesia, religious education ranks first in the curriculum structure, regardless of the curriculum. This policy then continued to provide religious teachers in schools, and the development of moral values in education must be based on religion.

In the latest ECE curriculum, namely the Independent Curriculum, elements of religious values and ethics are formulated first, then elements of identity, and the basics of

literacy, mathematics, science, technology, engineering, and art (Badan Standar, Kurikulum, 2023). Likewise, at the above levels, religious education is the first order and must be carried out as well as possible. In education in Indonesia, education about belief in God and all His rules is given to students in accordance with their readiness and physical and spiritual growth. A child's readiness to accept and follow certain rules and principles is a component of appreciating religious values and ethics or morals. especially when he learned about God Almighty and built relationships with people created by God and with humans. Personal awareness and support from the family and environment shape this capacity, including the child's cognitive and emotional development (Susanti & Kurniasari, 2023). In the value of Pancasila, the element of belief in God is also a core value and is the goal of education itself (Dyah M. Sulistyati, I Wayan Wijania, 2023). Thus, this important aspect is the basis of the PAUD curriculum in Indonesia.

On the other hand, the Turkish ECE curriculum uses self-care aspects in addition to other aspects that are the same as the Indonesian ECE curriculum. The reason this aspect is one of the main aspects in the Turkish PAUD curriculum is to prepare children to take care of themselves at a younger age so that they grow up to be confident and independent individuals so that they do not need too much help from parents (Özer et al., 2023). This self-care education is often associated with child-centered learning where in practice intervention to children is carried out to a minimum. Children are given the freedom to decide what and how they do it. In the ECE curriculum in Turkey, this aspect of self-care is expressed in detail and used in the evaluation aspect. Among them: "carrying out rules of cleansing the body", "making the necessary arrangements in their place of residence", "eating healthily and adequately", "doing work to dress", "expressing the importance of resting", "protecting themselves from dangers and accidents", "using the necessary tools for daily life skills", and "taking precautions for their health" ([MoNE], 2013).

In the Independent ECE Curriculum, there is actually an aspect of self-care but it is included in the values of Religion and Ethics. The elements of religious values and ethics focus on building understanding and belief in God Almighty, understanding of the main teachings that are in accordance with their respective religions and beliefs, as well as awareness to take care of themselves, respect each other, and appreciate nature as a form of affection for all that God Almighty has created (Susanti & Kurniasari, 2023). Unfortunately, because only one small part of this component is made, the aspect of self-care in early childhood is often overlooked and not given a broader explanation.

From the aspect of integrating local wisdom values in early childhood education in Indonesia and the current curriculum, namely the Independent Curriculum, ECE in Indonesia has been formulated based on the noble values of the Indonesian Nation, namely education that believes in God Almighty and the formation of positive character. On that basis, there is a strong discourse on the concept of Ki Hajar Dewantara education as an Indonesian educational figure whose philosophy has become a spirit in the acculturation of religious values in early childhood education institutions (Masdul et al., 2024). The philosophy is *"ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani,"* which means that teachers or educators must be able to be role models, provide encouragement/motivation, and provide strength. With the development of the curriculum into the Medeka Curriculum whose main goal is to form a Pancasila student profile, there is currently a massive movement to strengthen the character of students by preserving the values and culture and noble religion from an early age.

In the discussion of early childhood learning and assessment methods in Indonesia, many different methods used both institutionally and individually are chosen by teachers. In this case, research on methods in early childhood education learning can be divided into two parts, namely the development of traditional and modern methods. First, the game method "Kaulinan Barudak" which is used to link early childhood characters (Agustin et al., 2020). This article tries to reveal that early childhood character education can be done with the game

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method because the concept of learning by playing can really be applied through games from this Sundanese culture. In addition to the game "Kaulinan Barudak", the use of Wayang Golek as a medium in reading stories (storytelling) is also stated to be able to effectively inculcate moral values and character in early childhood (Halimah et al., 2020). In the use of Wayang Golek which contains various characters, it is able to present a figure who is able to enhance character and is effectively used in the education of children at an early age. Engklek games are also used in character education for early childhood (Kristanto & Wibowo, 2023). In this game, there are good character values, such as the values of tolerance, discipline, self-control, and empathy. Another traditional method that is also discussed in this case is to rediscover the local values of the Sundanese community in Cireundeu including the principles of openness, community service, the values of struggle and defense, the fulfillment of food needs independently, and other local values (Hidayat et al., 2020).

Second, the development of modern methods that include the use of book media and technology-based learning. The use of books designed in development research with the theme of gender equality was declared effective in the early childhood learning process (Rakhmawati et al., 2022). In this case, the preparation of books that suit the needs of children is more effective than books that are already on the market. Meanwhile, technology-based learning, such as the use of digital media in storytelling, is considered more interesting, communicative, and visible to children (Rahiem, 2021). In this case, teachers' communication skills are also an important key in the learning process (Nurani et al., 2020). Unfortunately, teachers' ability to master information technology in early childhood teachers is still limited (Hasibuan et al., 2024). Some teachers are able to use technology in learning, it's just that the basic concepts in the media are not mastered by many ECE teachers. This corroborates another study that states that teachers' experience and motivation in the use of IT affect teachers' independence in the use of learning strategies and the implementation of learning innovations (Aditya & Andrisyah, 2023).

Learning methods in Turkey can also be divided into two, namely modern and traditional methods. Modern methods include science-based learning, STEAM, and robotics. In addition to modern methods, early childhood education in Turkey also uses traditional methods to introduce and preserve local Turkish cultures. Traditional game-based sociodramatic play allows children to practice role-playing and interact socially (Yesil et al., 2024). In the context of early childhood education, games occupy an important role because the main principle in learning early childhood learning is learning while playing.

In terms of assessment, not much has been revealed other than one article on multiple intelligences-based assessments (Setiawan et al., 2020). Assessments in ECE must indeed be developed to capture the level of child development holistically. Therefore, assessments based on multiple intelligences are considered appropriate in the assessment process. Meanwhile, in early childhood education Turkey is already using e-portfolios that provide permanent and comprehensive documentation, facilitate data transfer to the next school level, enable multidimensional assessments, promote child-centered practices, improve communication, improve reflective thinking and digital skills (Bedel et al., 2024). In the implementation of assessments, ECE in Turkey has also used a lot of narrative assessments (Özcan et al., 2022) and in some ECE cooperation between parents and teachers is carried out in the implementation of ECE assessment (Öztürk, 2013). Unfortunately, learning and assessment based on children's stories have not been widely used in Turkish ECE (Cengiz & Altındağ, 2022).

If observed, the learning and assessment methods used in early childhood education learning, both in Indonesia and Turkey, have similarities, even though the tendency to use traditional methods in Indonesia is more widely used than in Turkey. The equation is student-centered learning. Of the many learning methods, students are positioned as subjects or actors of the learning process. No data on lecture-based or teacher-centered learning was found.

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Early Childhood Education Curriculum Development Trends

The curriculum is generally understood as what defines what should be taught and learned in the education system, and the activities and experiences associated with this. The trend of curriculum reform and development globally is a curriculum that focuses on the future to meet the challenges and needs presented in the 21st century.

This trend occurred in many countries to improve the quality of schools and the production of human resources, resulting in a shift in policy from a content-based curriculum (CBE) to an outcome-based education (OBE) curriculum(Manzoor et al., 2017), with the inclusion of skills and values, and a student-centered pedagogy (Mitchell, Brendan; Buntic, 2023).

With this shift, it can be understood that the number of articles that discuss learning objectives and content or materials is less when compared to discussions about learning methods and assessments. The current learning and assessment methods are indeed an inseparable unit and are widely studied and developed in the latest curriculum. The learning in question includes the activity of formulating learning outcomes into learning objectives and how to achieve these learning objectives. Meanwhile, assessment is an activity during the learning process to find evidence of the achievement of learning objectives. Learning and assessment are a cycle; Where the assessment provides information about the learning that needs to be designed, then the assessment is used to check the effectiveness of the learning that takes place (Anggraena et al., 2022).

The discussion of the results-based curriculum that focuses on the urgency of choosing the right method and assessment is based on the final goal to be achieved in the learning process. This principle is called backward design as opposed to forward design. If forward design begins with the depiction of knowledge content, the teaching of scattered knowledge, and then the implementation of evaluation, then the backward design is designed the opposite. The first thing that is formulated is what the final goal is to be achieved, then how (method) to achieve that goal, and then design learning that can lead students to that goal (Smith et al., 1983).

From the various articles about methods and assessments that have been discussed above, there is always a goal to be achieved in the selection of a certain method. For example, an article titled Use of Engklek in Character Education: Early Childhood Education shows that the selection of methods or the use of Engklek game media is intended for character education. Almost all studies have the same pattern, namely outcome-based education (OBE) oriented learning.

Conclusion

Some of the important findings presented in this article are: (1) there are important differences in the developmental aspects that are the focus of the Indonesian and Turkish early childhood education curriculum, namely the aspects of religious and ethical values contained in the Indonesian curriculum and the measurable and clear measurable aspects of life-skills in Turkey. This difference can be an advantage of each curriculum and can be an inspiration for each country. (2) the research found was more focused on the development of methods and assessments. From these results, it can be concluded that early childhood education, both in Indonesia and Turkey, is following the trend of shifting from content-based learning to outcame based-curriculum. (3) This OBE has the characteristics of backward design, namely learning that analyzes the final goal, methods to achieve it, and the design and implementation of learning to achieve it. In early childhood education, this OBE has an important role in formulating learning outcomes that will be the learning objectives themselves. With this OBE approach, the learning plan will be easy to formulate because it refers to the final goal to be achieved. This finding is expected to be a reference for future researchers, especially about

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how effective OBE is in the implementation of the curriculum and learning as well as its assessment.

As a suggestion for further research, the OBE approach in early childhood education still needs to be further studied, especially in the development of the early childhood education curriculum. It is hoped that this research will be a step for research on the development of other early childhood education curriculums.

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